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ABSTRACT

The document presents Louisiana's 1973 State Plan for the development of career education. It is intended that State guides will be developed to improve all aspects of the daily curriculum and that revisions will be made to the "Handbook For School Administrators." Further, preservice and inservice programs will be established for teachers and counselors. The components of the plan are threefold: K-12, vocational-technical, and college and university education. K-12 is designed to be an experience-based, sequential plan involving six phases: career awareness; career motivation, career exploration, tentative career decisions, acquisition of career-entry skills, and career entry. Objectives are listed for each phase and possibilities for experience and information are suggested. The vocational-technical component includes secondary and postsecondary education. Objectives and purposes are stated and a plan for implementing the program is outlined. College and university education will develop certificate and degree programs in technical, career-oriented disciplines as well as take a major role in preparing school personnel to implement career education. Plans are also included for a needs assessment of education, human relations, and interpersonal skills. (KH)

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STATE PLAN FOR CAREER EDUCATION

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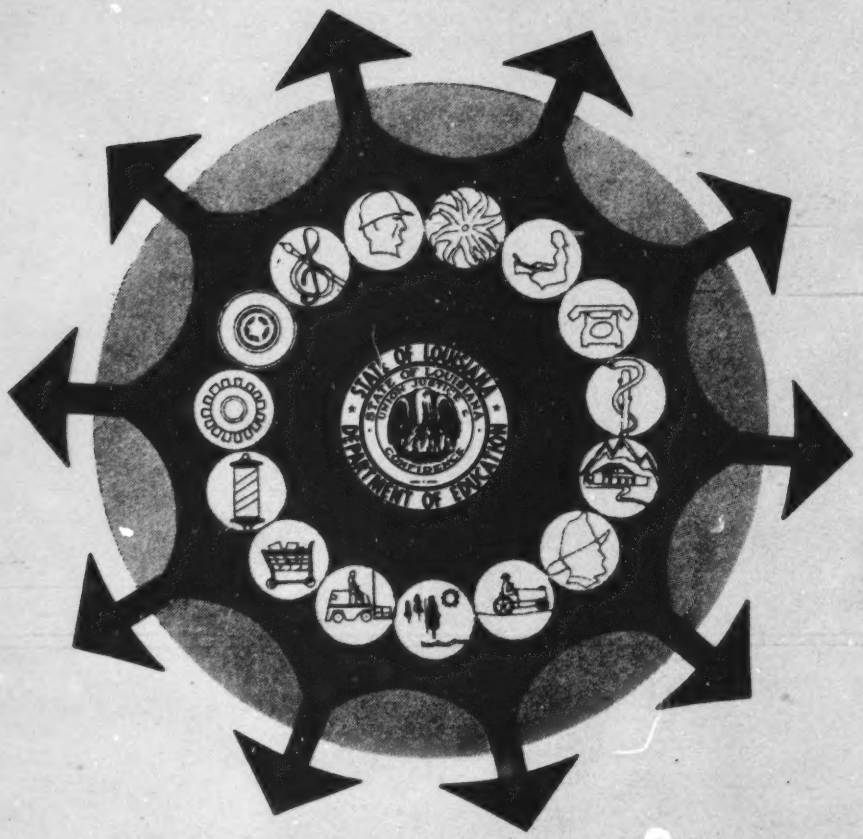

LOUISIANA STATE DEPARTMENT OF EDUCATION

LOUIS J. MICHOT

STATE SUPERINTENDENT

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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STATE PLAN FOR CAREER EDUCATION

Louis J. Michot
State Superintendent

LOUISIANA STATE DEPARTMENT OF EDUCATION

1973

VT 102 706

PREFACE

The State Plan for Career Education is the result of months of intensive effort by so many people that their names cannot be included. This document must be seen as the fruit of cooperative efforts on the part of citizens from all walks of life. Legislators, educators, parents, students, organizations of all kinds have been consulted and heard. A vast amount of information has been accumulated and studied. This document will not reflect all interests and will not satisfy all concerns. It is hoped that the material contained herein will adequately provide the framework for a vitalization of education and training from kindergarten through postsecondary education. To the extent this objective is achieved, the credit must go to the people of Louisiana. We trust that all persons of good will shall see fit to judge the merit of this Plan in terms of the limitations which all humans share.

A special debt of gratitude is owed the Joint Legislative Committee on Education for its tireless efforts and unfailing support.

Louis J. Michot

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PHILOSOPHY

Education can and should be the chief influence on the quality of American life, not only for the student but for society. But what makes up "quality"? And what "quality" do we now have, requiring what help toward betterment? And what are we ("we" being all persons concerned with quality education) willing to pay--in time, in money, in energy, in spirit?

Frans Marc said, "Traditions are a splendid thing; but we should create traditions, not live by them." These words adequately express the philosophy which has permeated the speeches and promises made by Superintendent Louis J. Michot during his campaign for election.

The deeper meaning in the quotation suggests that complacency and satisfaction with <u>what is</u> are positions which in-and-of themselves breed entrenchment of the <u>status quo</u>--a phenomenon which the most renowned educators presently cite as the single strongest negative influence on education in our times. The words clearly express the belief that mankind must forever search for whatever it is that improves his lot.

For those of us who in the next few years will shape the course of events in education in Louisiana the meanings are clear. Ours is a three-fold responsibility:

1. To develop and implement alternatives to those entrenchments which no longer meet the needs of human beings;

2. To identify, update if necessary, and replicate those aspects of the existing structure which have proved successful; and

3. Ultimately, to leave a legacy which imbues all with the desire to continue what we begin.

While it is recognized that the schools as they presently operate meet the needs of some individuals, it has become increasingly clear that a concerted effort must be mounted which focuses on the needs of all citizens.

Louisiana education should focus on each student as a person, both as he is affected individually by schooling and as his school experience affects society. Comenius put it this way in the 1600s:

> Let the main object . . . be as follows: To seek and to find a method of instruction, by which teachers may teach less, but learners learn more; by which schools may be the scene of less noise, aversion, and useless labour, but of more leisure, enjoyment, and solid progress . . .

Making Career Education a Reality

As a basis for developing and implementing viable and flexible Career Education, the following principle should override all others:

> Career development cannot be divorced from self development; therefore, every experience which is designed as an experience in Career Education must be considered to be a part of the larger whole—self development.

If it is a valid basic assumption that career development is a part of the larger whole, self development, then it follows that curricula ultimately aimed at career placement must be extremely flexible to accommodate the great differences among individuals. Accordingly, efforts to build curricula must be governed by a commitment to make all curricula

flexible. Only through flexible programming can we expect programs to develop youth who think positively, take risks, confront uncertainty with zest, and ultimately qualify as their own individual expert decision makers. In a word, this plan demands of us that we produce young adults who will be capable of defining in good measure their own destinies.

Objectives for Implementing Career Education

The general objectives for implementing Career Education include the following:

1. To provide educational experience, which will significantly contribute to the natural maturation process, ultimately leading to the development of adults who are responsible and self-dependent;

2. To provide counseling services designed to facilitate each student's exploring the basic question, "Who am I?";

3. To incorporate into daily school life, via the total curriculum, experiences from kindergarten through post-secondary education, which are oriented to career development;

4. To provide specific skills designated as basic for any job cluster;

5. To provide specific opportunities for students to define curricular experiences individually suited to their needs and interests;

6. To provide a continuous liaison between school and the outside world, particularly with reference to employment trends and the availability of work;

7. To provide schools where students express a feeling that they like being there;

8. To provide schools where young people and their experiences are the uppermost consideration and where the faculty and staff are freed from much of the busywork restricting their time;

9. To provide schools which complement to the fullest what has been learned in prior years and where articulation between school and existing institutions, such as government, religion, and the family, is maximized;

10. To provide schools which complement to the fullest what youth sees and experiences in the world outside--where articulation with business and industry is maximized.

The objectives stated above can best be understood in terms of the maturational growth sequences which are characteristic in the lives of all people. The new emphasis in the curriculum calls for the implementation of experiences in phases which are designed to complement this natural maturation process, delimited broadly as follows:

EARLY CHILDHOOD in two stages (approximating ages 3 through 8)

Awareness
Motivation = emphasis for this group

CHILDHOOD (approximating ages 7 through 11)

Exploration = emphasis for this group

PRE-ADOLESCENT (approximating ages 10 through 14)

Tentativeness = emphasis for this group

ADOLESCENT (approximating ages 13 and beyond)

Skill acquisition = emphasis for this group

MATURITY (adulthood)

Career entry, employment, specialized study and/or training, and continued improvement of competencies = emphasis for this group

Career Education: An Operational Definition

Career Education is a fundamentally student-oriented process, geared toward the acquisition of skills by students which will strengthen their ability to live meaningful, enjoyable, and economically rewarding lives.

Career Education guarantees to every individual the opportunity to discover, decide, and develop his way of life. The charge is two-fold: adults are responsible for the best education that Louisiana's resources can provide; students are responsible for relying on this education in the process of discovering, deciding, and developing their life cycles and styles.

It is our responsibility as the adults of our society to provide the best education that Louisiana's resources permit and it is the responsibility of our students to see that they avail themselves of every opportunity of discovering, deciding, and developing their life cycles and styles.

CAREER EDUCATION IN LOUISIANA

AN EXPERIENCE-BASED, SEQUENTIAL PLAN

STAGE I	CAREER AWARENESS (Grades K-3)
STAGE II	CAREER MOTIVATION (Grades 2-6)
STAGE III	CAREER EXPLORATION (Grades 5-9)
STAGE IV	TENTATIVE CAREER DECISIONS (Grades 8-10)
STAGE V	ACQUISITION OF CAREER-ENTRY SKILLS (Grades 9-12) (Differential Programs)
STAGE VI	CAREER ENTRY

A. EMPLOYMENT
FURTHER STUDY AND TRAINING

B. SPECIALIZED STUDY AND TRAINING
EMPLOYMENT
FURTHER STUDY AND TRAINING

EACH STAGE REQUIRES:

INFORMATION
EXPERIENCE

WHICH LEADS TO:

FIRST-HAND PERSONAL LEARNING

WHICH LEADS TO:

SELF-DEVELOPMENT

WHICH LEADS TO:

INDIVIDUAL SUCCESS

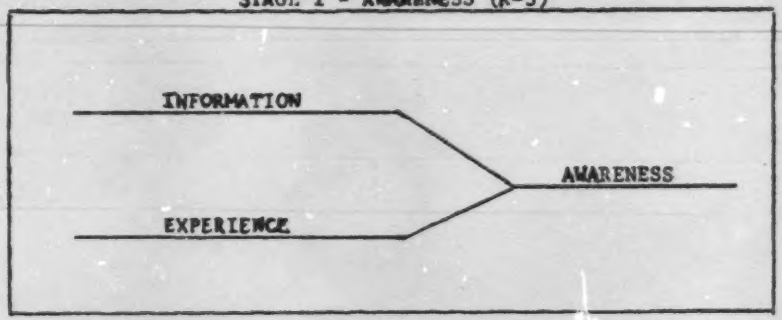
WHICH LEADS TO:

A HEALTHY SENSE OF WELL-BEING

CAREER EDUCATION IN LOUISIANA

AN EXPERIENCE-BASED, SEQUENTIAL PLAN

STAGE I - AWARENESS (K-3)



INFORMATION

Pictures
Models
Dolls
Stories and Books
Bulletin Boards
Flannel Boards
Sand Tables

EXPERIENCE

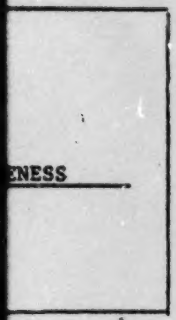
Free Play (Capital
Role Playing (of chil
Cooperative Working Activ
(progress

OBJECTIVE - AWARENESS -

Recognition of the adult world o

CAREER EDUCATION IN LOUISIANA

AN EXPERIENCE-BASED, SEQUENTIAL PLAN



INFORMATION

Pictures
Models
Dolls
Stories and Books
Bulletin Boards
Flannel Boards
Sand Tables

EXPERIENCE

Free Play (Capitalize on phantasy aspect
Role Playing (of child's development
Cooperative Working Activities
(progressively focused)

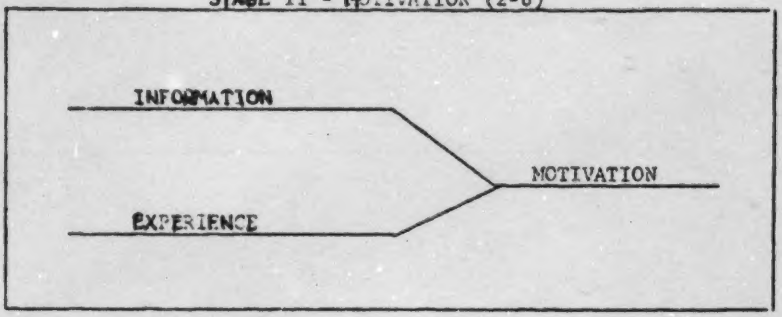
OBJECTIVE = AWARENESS =

Recognition of the adult world of work

CAREER EDUCATION IN LOUISIANA

AN EXPERIENCE-BASED, SEQUENTIAL PLAN

STAGE II - MOTIVATION (2-6)



INFORMATION

Formal instruction to devel

Computation
Reading
Listening
Analysis

in relation to career-orien
promoting interest in the w

EXPERIENCE

Emphasis on bringing
working community
into schools:

OBJECTIVE - MOTIVATION -

Increasing interest in future world
of work in relation to self

CAREER EDUCATION IN LOUISIANA

AN EXPERIENCE-BASED, SEQUENTIAL PLAN

INFORMATION

Formal instruction to develop skills:

- Computation
- Reading
- Listening
- Analysis

in relation to career-oriented materials geared to promoting interest in the world of work

EXPERIENCE

Emphasis on bringing working community into schools:

- Play; role-playing
- Cooperative work activities
- Work projects
- Films
- Speakers (Visitors such as policeman, fireman, postman, plumber, carpenter, brick layer)

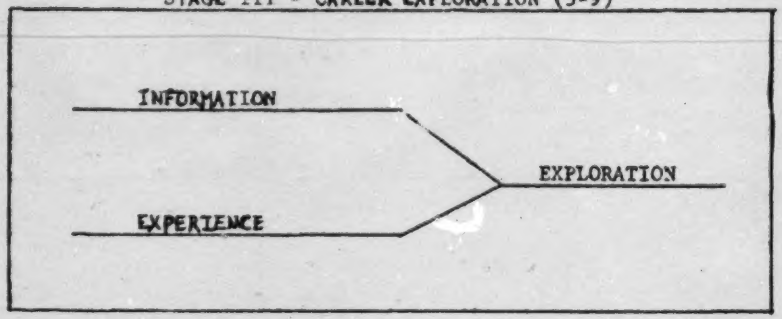
OBJECTIVE - MOTIVATION -

Increasing interest in future world of work in relation to self

CAREER EDUCATION IN LOUISIANA

AN EXPERIENCE-BASED, SEQUENTIAL PLAN

STAGE III - CAREER EXPLORATION (5-9)



INFORMATION

Job Clusters

Books,
Films,
Tapes
keyed to work and c
Equipment,
Materials,
Displays
tied to job cluster

↑

Job Surveys

↓

EXPERIENCE

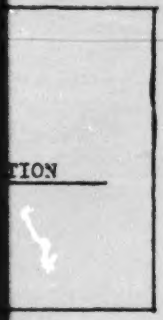
Field trips
Career fairs
Conferences
"Hands-on" exploration

OBJECTIVE = EXPLORATION =

Relating self to needs, satisfactions,
opportunities in occupations

CAREER EDUCATION IN LOUISIANA

AN EXPERIENCE-BASED, SEQUENTIAL PLAN



INFORMATION

Job Clusters

Books,
Films,
Tapes
keyed to work and occupations;
Equipment,
Materials,
Displays
tied to job clusters

↑
Job Surveys
↓

EXPERIENCE

Field trips
Career fairs
Conferences
"Hands-on" exploration

OBJECTIVE - EXPLORATION -

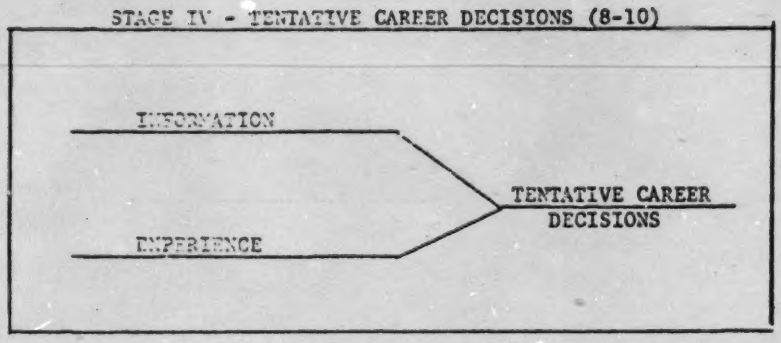
Relating self to needs, satisfactions, and opportunities in occupations

10

CAREER EDUCATION IN LOUISIANA

AN EXPERIENCE-BASED, SEQUENTIAL PLAN

STAGE IV - TENTATIVE CAREER DECISIONS (8-10)



INFORMATION

Guided self-analysis
Structured job-oriented cur
Analysis of employment tren
(national, regional, a
Projections of post-school
changes and newest dev
ernment, industrial)

EXPERIENCE

Mock industries; life-caree
Local analyses and projecti
interests and abilitie
Role Playing: labor-manage
sional-client relation
sibilities in today's
Making of tentative career
individual projections

OBJECTIVE = TENTATIVE CAREER DECISIONS =

Focusing career options on a few reali

CAREER EDUCATION IN LOUISIANA

AN EXPERIENCE-BASED, SEQUENTIAL PLAN

10)

CAREER
ONS

INFORMATION

Guided self-analysis
Structured job-oriented curriculum
Analysis of employment trends
(national, regional, and local)
Projections of post-school possibilities in view of changes and newest developments (social, governmant, industrial)

EXPERIENCE

Mock industries; life-career games
Local analyses and projections in relation to self-interests and abilities
Role Playing: labor-management relations; professional-client relationships; family's responsibilities in today's world
Making of tentative career decisions: developing individual projections

OBJECTIVE = TENTATIVE CAREER DECISIONS =

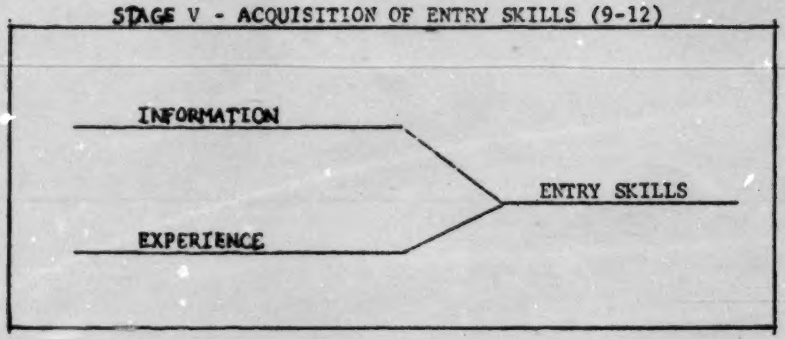
Focusing career options on a few realistic possibilities

11

CAREER EDUCATION IN LOUISIANA

AN EXPERIENCE-BASED, SEQUENTIAL PLAN

STAGE V - ACQUISITION OF ENTRY SKILLS (9-12)



INFORMATION

Studies in:

Major disciplines
Ethics, Values, Aesthe
Human relations
Social institutions
Self: Interests
Abilities
Limitations

EXPERIENCE

Opportunities to validate t
made in Stage IV
Hands-on training geared to
Cooperative study of specifi
professions, arts, and
Activities leading toward
practice of interperso
Student study of employer e

OBJECTIVE = ENTRY SKILLS for employment or advanced study and training =

Understanding and acceptance of basic work h
competence in reading, computation, writing,
attendance, punctuality, dress, and grooming
of work and study

CAREER EDUCATION IN LOUISIANA

AN EXPERIENCE-BASED, SEQUENTIAL PLAN

-12)

SKILLS

INFORMATION

Studies in:

Major disciplines
Ethics, Values, Aesthetics
Human relations
Social institutions
Self: Interests
Abilities
Limitations

EXPERIENCE

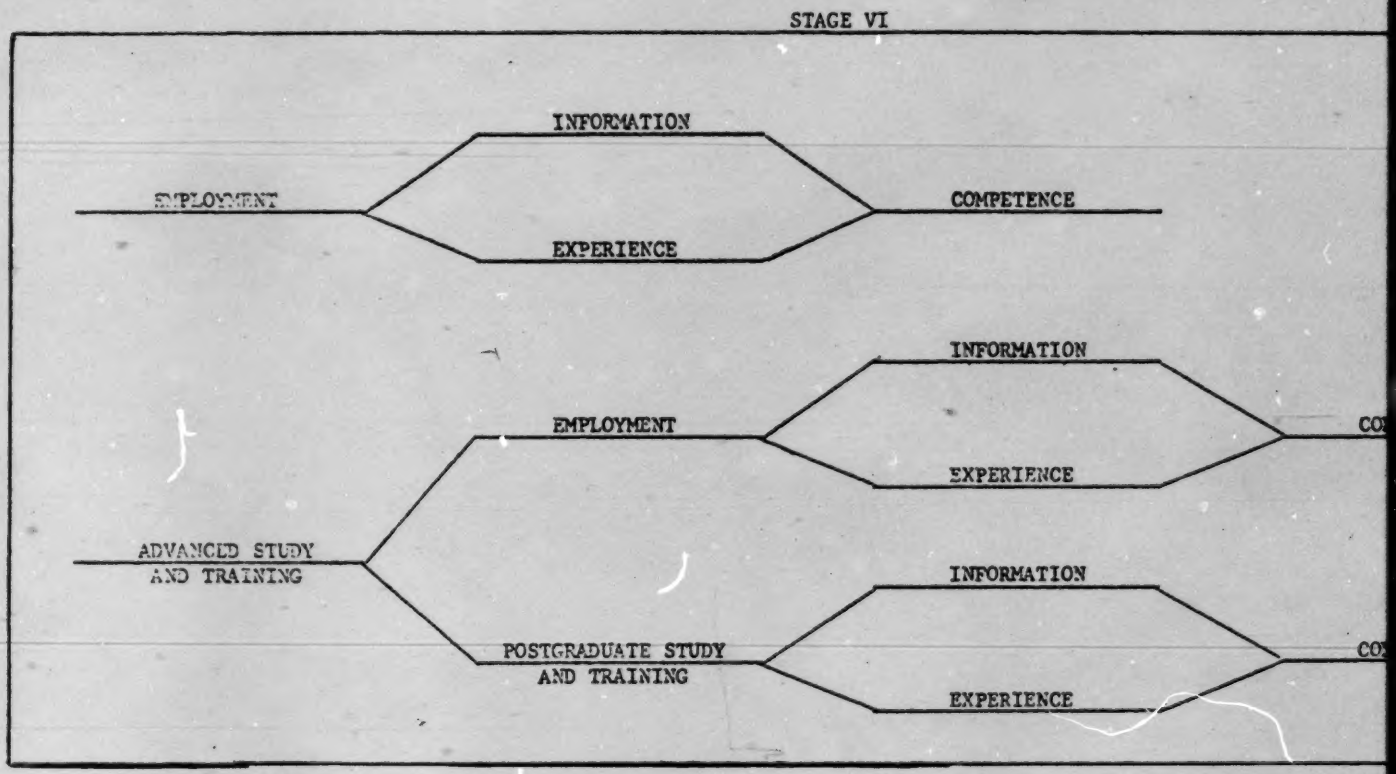
Opportunities to validate tentative decisions made in Stage IV
Hands-on training geared to individual plans
Cooperative study of specific businesses, industries, professions, arts, and the environment
Activities leading toward accurate self-appraisal and practice of interpersonal dynamics
Student study of employer expectations

NTRY SKILLS for employment or advanced study and training =

Understanding and acceptance of basic work habits and attitudes; competence in reading, computation, writing, analysis; desirable attendance, punctuality, dress, and grooming; pride in quality of work and study

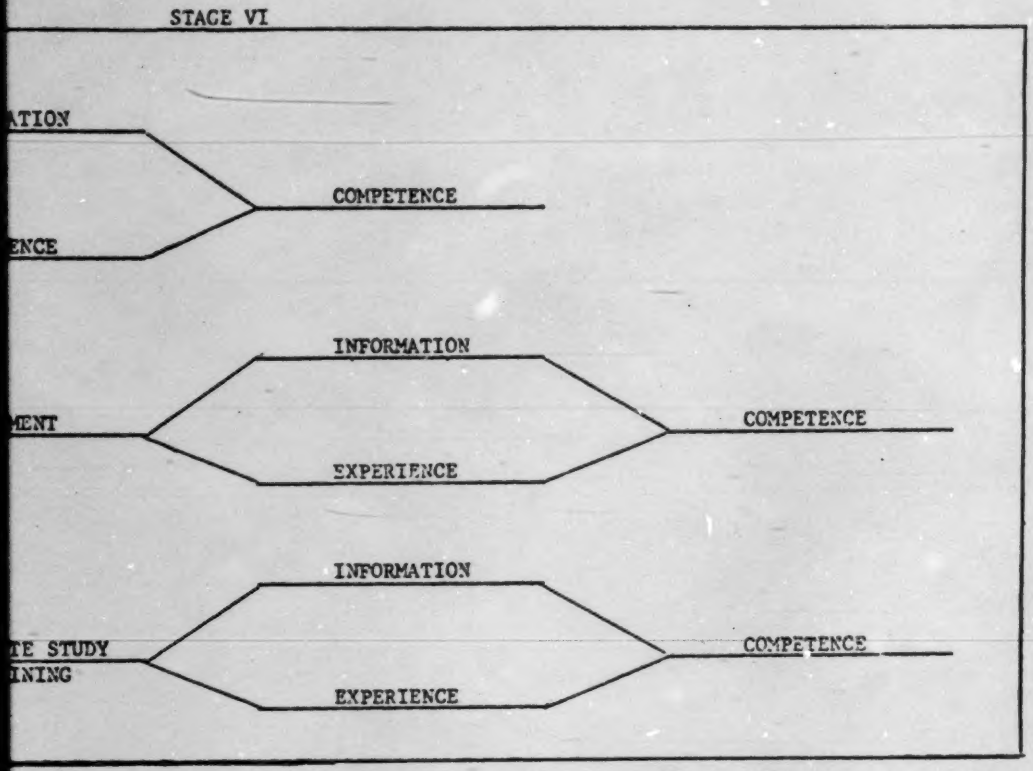
CAREER EDUCATION IN LOUISIANA

AN EXPERIENCE-BASED, SEQUENTIAL PLAN



CAREER EDUCATION IN LOUISIANA

EXPERIENCE-BASED, SEQUENTIAL PLAN



State Plan for Career Education

Introduction

Career Education is no cure-all for the problems and difficulties of society or its educational system. It is, however, one significant means of relieving many of the problems confronting education today. It offers a practical, relevant, common-sense educational approach which is deeply rooted in the human and social needs of all groups of our population. Its goal, to prepare all human beings for effective living, can be achieved.

Rationale

Where an individual has both the freedom and the responsibility for making career decisions, as is essential in the American philosophy of life, he needs information to aid him in his career development and an opportunity to explore and "try out" these decisions. For too long our young people have been locked into a system of education which has given them little opportunity for choice in career decision-making.

With the development of new jobs and the rendering of old ones obsolete, it becomes virtually impossible to predict specific jobs that a student may be called upon to perform as a working member of our society. It may be concluded that as a part of growing up, all young people need opportunities to experience the psychological satisfaction that work can have for the individual; to understand the inherent dignity of all work; to test themselves in different work roles; to examine experiences in terms of their meaning to the individual; and to plan and pursue an education designed to assist them in reaching their goal.

Career development is a lifelong process, and research indicates that a number of interdependent dimensions serve as sequential threads throughout that process. Broad career development objectives should be recognized and stated at each stage of career development at the various educational levels. These are detailed in the following chart entitled "Career Education in Louisiana: An Experience-Based, Sequential Plan".

Stage I	Career Awareness (Grades K-3)
Stage II	Career Motivation (Grades 2-6)
Stage III	Career Exploration (Grades 5-9)
Stage IV	Tentative Career Decisions & Career Exploration (Grades 8-10)
Stage V	Acquisition of Career-Entry Skills & Career Exploration (Grades 9-12) (Differential Programs)
Stage VI	Career Entry

A. Employment
Further Study and Training

B. Specialized Study and Training
Employment
Further Study and Training

Each Stage Requires:
Information
Experience

Which Leads to:
First-hand Personal Learning

Which Leads to:
Self-Development

Which Leads to:
Individual Success

Which Leads to:
A Healthy Sense of Well-Being

It should be stressed that if the word "career" is being used to replace "vocational" in our terminology and nothing else changes, we will continue to support the division which presently exists in education as illustrated by the terms "vocational" and "academic" education. If the word "career" connotes a personal orientation, as we believe it does (people have careers; the work world has occupations), then we must talk about the career development of all individuals, not just the development of a certain group who have chosen a particular kind of training. Career education is appropriate and necessary for all.

Some of the basic principles of career education, according to Kenneth B. Hoyt, are as follows:

1. "Public education means education available to the public and from which the public may choose. Thus career education speaks to all educational settings, not just the K-12 public school system."

2. "Career education involves an active partnership between education and the community. It is not something the schools can be expected to do by themselves."

3. "Career education concerns itself with education as preparation for making a living. This, obviously, is only part of the broader goal of preparation for all of living. Career education is not all education, but only one of a number of worthy educational goals."

4. "Major objectives of career education are to help all individuals want to work, acquire skills, and find employment."

5. "The goals of career education are to make work possible, meaningful, and satisfying to each individual. This will demand new ways of viewing work values over and beyond the classic Protestant work ethic."

Based on such principles, it is reasonable to conclude:

1. That career development in the elementary school must be provided for through a planned program.

2. That the development of career concepts must be part of a longitudinal focus on career development which has its beginning in the kindergarten and elementary schools.

3. That career development must be viewed as one aspect of the individual's total development.

4. That education at the kindergarten and elementary level can be more meaningful when related to life and world of work.

5. That even elementary pupils should be taught to view a career as a "way of life" and education as a "preparation for life", rather than education only for one's eventual career.

6. That career education should broaden the range of occupational familiarity to enable the individual student to ultimately make his choice from a wide variety of possibilities commensurate with his potential.

7. That the school dropout problem and the problems of underachievement and resultant talent wastage have their basis in the students' experiences during early childhood and early school; therefore, great stress on career awareness, motivation and exploration should be incorporated at the earliest levels of schooling--kindergarten and grades 1-6.

8. That many well-planned opportunities for making, exploring, and trying out tentative career decisions should be provided for all secondary students.

9. That a number of varied, well-planned programs leading to the acquisition of career-entry skills should be made available to all upper-level high school students, and that serious but tentative career exploration should be strongly stressed.

Conclusion

This abstract represents the overall projected K-12 career education proposal. The plan for the implementation of career education is based on a comprehensive in-service approach which is explained in the teacher preparation section.

STATE PLAN FOR VOCATIONAL-TECHNICAL EDUCATION

Introduction

Changes in our society and how we make a living have resulted in the emergence of vocational education as an important component of public education throughout the nation and in our state. The nature of society and the characteristics of work have changed and in recent years there has developed the interdependency of work and education. The uneducated person as well as the educated person who has not learned to work will experience difficulties in finding a meaningful place in the world of work. Work affects in many ways the social, cultural, civic, and personal relationships of individuals. An occupation sets the standard of living; it influences family relationships, and affects the economic and social aspects of individual and family living. Education certainly is an important factor in the providing of solutions to problems in our society. It follows, therefore, that vocational education opportunities must be provided for all persons in Louisiana who have a desire and need for such.

Definition

Vocational education is vocational or technical training or retraining which is conducted as part of a program designed to prepare individuals for gainful employment as semiskilled or skilled workers or technicians or subprofessionals in recognized occupations or to prepare individuals for enrollment in advanced technical education programs, but excluding any program to prepare individuals for employment in occupations which generally are considered professional or which require a baccalaureate or higher degree.

Objectives

Vocational-technical education programs shall conform to the following well-established standards and goals to insure that efficient and effective training is provided:

1. Vocational-technical education shall provide adequate and timely instruction in both preparatory and supplemental training which will reflect occupational trends and meet the changing needs of public requirements.

2. Vocational programs, services, and activities shall be supervised and directed by professionally qualified vocational education personnel.

3. Programs shall be implemented only after needs for such training have been established.

4. Instructional and supervisory staffs shall maintain proper coordination with industry and shall accept responsibility for the placement and follow-up of students.

5. The staff serving vocational-technical programs shall include competent support personnel responsible for and capable of insuring a sound program of vocational guidance, counseling, and other ancillary services.

6. Instructional facilities and equipment shall be comparable to those used in the occupations for which training is provided.

7. Continual study of vocational education innovations and issues shall be provided as a basis for initiating redirections, changes, and new approaches to create a bridge between school and earning a living.

8. Curriculum content shall be based on the skills and knowledge required in the occupation and will be developed and conducted in consultation with persons actively engaged in the occupations.

9. Evaluation shall be a vital part of programs, services, and activities to insure that objectives and goals are attained and that weaknesses, strengths, and outstanding features are documented.

10. An active state advisory council composed of persons from business, industry, education, management, labor, and other areas shall function in an advisory capacity to the State Board of Education.

11. There shall be an effective public information program relating to vocational education. Encouragement and involvement of community groups and individuals in the development and relationship of educational goals shall be emphasized.

12. Ancillary services relating to teacher education, both pre-service and in-service preparation of personnel, shall be developed and maintained.

13. Youth organizations are recognized as an integral part of the instructional program in all areas of vocational education.

Vocational Education Purposes

The eight purposes of vocational-technical education are contained in the Louisiana State Plan for the Administration of Vocational Education. To fulfill the purposes of vocational education, the thrust of the secondary vocational education programs will be to prepare the individual for entrance into either a job or some post-secondary vocational or technical education program. The specific objectives should include helping the student develop plans for implementing vocational preference--whether it be entering work after school or continuing education; helping him execute these plans by appropriate course work and job experiences; and helping him obtain an entry-level job or entrance into further education or training.

At the post-secondary level the aims must be to prepare for initial entrance and to upgrade individuals for employment or advancement in employment in highly skilled or technical education and to provide basic and short-range vocational programs to prepare large numbers of individuals for employment which include persons who have reached adulthood without the basic skills necessary to pursue higher level technical and skill training.

PROGRAM PLAN

To implement the Vocational Education Component into the Career Education Plan, the following recommendations which are above the present program operating level are made:

Post-Secondary Vocational-Technical Schools

1. Operational Costs

   Statement of Purpose

   To provide full utilization of the present 31 vocational-technical school facilities.

   Implementation of Plan and Schedule

   Request additional operating funds from the State Legislature for 31 vocational-technical schools in 1974 and continuing. The additional funds will provide continuing positions under Act 113 to provide instruction for those persons now on waiting lists. The increase in funds shall also provide for additional training opportunities in present facilities.

2. Facilities--Details of this section are included in pages 48 to 54

   Statement of Purpose

   To provide for capital construction, site acquisition, and initial equipment for the expansion of present facilities and for the establishment of new vocational-technical schools and/or regional centers.

   Implementation of Plan and Schedule

   Preparation of bonding and enabling legislation on a short-range and long-range basis for submission to the 1974 Legislature.

3. Work Study

   Statement of Purpose

   To expand work study program for students in need of financial assistance.

Implementation of Plan and Schedule

Matching State funds are essential to Federal participation in order to provide for an additional 100-150 students to remain in school. Implementation to begin in 1974 and to be on a continuing basis.

4. Student Transportation

Statement of Purpose

To provide for free transportation for students attending vocational-technical schools.

Implementation of Plan and Schedule

Additional funds requested in 1974 will provide the initial development of a free transportation program. Thereafter, funds will be channeled.

5. Personnel Development

Statement of Purpose

To provide in-service training for administrators and instructional staffs.

Implementation of Plan and Schedule

State funds requested which shall be supplemented with EPDA Federal funds in 1974 which will provide for exchange and in-service programs for all occupational areas. Instructional areas shall include all occupational programs. Career education activities will be interrelated with programs at the secondary and post-secondary levels including universities and colleges.

6. Curriculum Development and Revision

Statement of Purpose

To revise, develop and expand curriculum materials.

Implementation of Plan and Schedule

Budget at the Curriculum Lab will be increased to produce curriculum materials and to disseminate these to vocational schools with the objective of bringing about a closer articulation among post-secondary, secondary, and university levels.

7. Training for New and Expanding Industries

Statement of Purpose

To operate programs for initial training or upgrading for new and expanding industries.

Implementation of Plan and Schedule

Programs will be conducted through the vocational-technical schools with the cooperation of the Department of Commerce and Industry. These programs will be a continuation of those initiated in 1973 and will be on a short-term basis but will take into account priorities established for such demand.

Colleges and Universities

1. Pre-Service and In-Service

Statement of Purpose

To strengthen pre-service and in-service programs for teacher preparation for in-service activities in all vocational education areas.

Implementation of Plan and Schedule

Implementation shall be through a cooperative effort with teacher training institutions beginning in 1974 to make revisions as may be required in the curriculum to meet the purposes of vocational education.

2. Research and Curriculum Development

Statement of Purpose

To continue vocational education research activities in approved teacher training institutions.

Implementation of Plan and Schedule

Develop demonstration projects with necessary curriculum materials for new and emerging occupations. Initial thrust to begin in 1974 and will be on a continuing basis as needs warrant.

3. Operational Costs

Statement of Purpose

To provide for operational costs for vocational education programs conducted in institutions of higher education.

Implementation of Plan and Schedule

Funds necessary for the purpose of carrying out this provision shall be included in the operating budget of the institution funded by the Legislature for associate degree and vocational education programs.

City-Parish School Systems (66)

1. Establishing new preparation vocational programs

Statement of Purpose

To establish preparatory vocational programs in city-parish school systems.

Implementation of Plan and Schedule

Funds requested will provide for new programs beginning in 1974 and will provide for instructional equipment and supplies and shall be justified on program type and location in terms of fund expenditures and expected outcomes. No funds shall be utilized in construction of new facilities or for modification of existing structures.

2. Extended Employment

Statement of Purpose

To extend vocational education operations beyond the nine-month school term.

Implementation of Plan and Schedule

Facilities can and should be utilized for year-round operation and cooperative education programs can be expanded for operation during the summer months. Funds requested would add additional persons in 1974 on extended employment.

3. Evening Programs

Statement of Purpose

To provide for additional evening programs for adults who are in need of training or retraining to achieve employment stability.

POST-SECONDARY VOCATIONAL-TECHNICAL SCHOOL SYSTEM

The existing system of state-supported post-secondary vocational-technical and trade schools must be expanded and modified to meet the total needs of Louisiana for occupational opportunities which are consistent with a sound fiscal and operational basis.

This proposed system must operate with a uniform staffing pattern, operating procedures, and standardization of program requirements to insure maximum utilization of facilities and human resources.

All units of the proposed system will be under the administration of the State Board of Education.

The proposed plan for instruction shall include regional institutes, area schools, branches, and extension programs on a regional basis compatible with the eight planning regions established by the Governor. Extension programs shall be maintained or established as the needs warrant based on such factors as isolated geographic areas, employment demands, areas experiencing population growth, and where the facilities can be utilized in conjunction with secondary programs. Feasibility studies shall be required to justify the establishment of such programs.

The proposed system will include:

1. Merger of existing schools
2. Establishment of regional institutes
3. Renovation and/or expansion of existing schools
4. Establishment of new schools

In keeping with the role of occupational education that will be carried out in the various units in terms of broad and comprehensive

occupational offerings, the term "trade" should be deleted in lieu of "vocational-technical."

Certain changes will require legislative action as they relate to the name of the unit, fiscal agent, and administration for existing schools and new units to be established.

Appropriation of funds by the legislature for the operation of this proposed system of vocational-technical schools should be in one budget for each region with individual school allocation to be determined by formula to insure equitable distribution of funds based on approval by the State Board of Education.

To implement this proposed plan will necessitate state capital outlay funds through bonding legislation.

The bonding proposals will require state funds and will include all necessary capital construction and equipment.

The major cost for operating the existing, expanded, renovated, and new facilities shall be from state appropriated funds and supplemented by Federal and/or other funds as they are available.

The universities and colleges should give priority to two-year technical and associate degree programs and skilled training programs which are not available in the post-secondary unit in the community.

When and wherever it is feasible for the sharing of facilities, programs, and services by students in the post-secondary or institutions or higher learning, some type of cost factor will be used to prorate cost to institutions involved.

Where vocational offerings are not offered in the city/parish school systems and to students in non-public schools and training is not available

in the post-secondary units, there should be provisions for use and some type of cost factor will be used to prorate cost to institutions involved.

This proposed system is predicated upon economic justification in terms of transportation of students in relation to the cost of the establishment of new schools, maintaining and/or expanding the existing units.

This proposed system for post-secondary schools will promote and encourage better coordination and articulation among city/parish school systems, post-secondary schools, and institutions of higher learning. An exemplary model will be developed.

An advisory committee shall be established in each region representative of all segments of society including ethnic groups and such membership shall include persons who served on committees of the regional meetings of the Joint Legislative Committee on Education and the State Department of Education in the development of a State Plan for Career Education. The State Board of Education shall make provisions for the continuance of such advisory committee for each of the eight regions of the state.

These efforts will alleviate duplication of services, provide for maximum utilization of facilities and human resources and the improvement and availability of vocational education opportunities for all citizens of the state.

When conditions warrant, studies related to population growth, labor demands, and like factors shall be made to determine feasibility of program continuance, program expansion, and/or the establishment of a new school facility. This procedure will insure that the state system of post-secondary vocational-technical schools will meet the realistic needs for vocational education throughout the state.

Merger of Existing Schools

The following schools will be merged into one administrative unit with plans to begin July 1, 1973, and to be completed by June 30, 1974:

1. Natchitoches Trade School and Central Area Trade School
2. Ouachita Valley Technical Institute and Delta Area Vocational School
3. Baton Rouge Vocational-Technical School and Capitol Area Vocational School
4. Opelousas Area Vocational School and T. H. Harris Vocational-Technical School
5. Evangeline Area Tri-Parish Vocational-Technical School and Teche Area Vocational-Technical School

Rationale:
a. HEW regulations to insure equal educational opportunities and not to perpetuate segregation of staff, facilities, and students
b. Better utilization of facilities
c. Increase in quality and quantity of program offerings
d. Avoiding duplication of efforts resulting in the maximum use of public funds

All usable facilities will be utilized unless conditions warrant discontinuance. Merger plans will not interrupt employment of personnel in institutions involved. No reduction in pay for staff involved.

Establishment of Regional Institutes

A regional institute will be established in each of the eight regions so designated by the Governor as planning districts. Regional institutes will be established July 1, 1973, where available facilities and funding have been provided. The following locations are designated as sites for the regional institutes:

1. Region 1 - New Orleans, Delgado College
   (The strengthening of the vocational-technical program as a part of the state-wide system of post-secondary vocational-technical schools)
2. Region 2 - Baton Rouge, Baton Rouge Vocational-Technical School
3. Region 3 - Houma, South Louisiana Trade School
4. Region 4 - Lafayette, new facility
5. Region 5 - Lake Charles, Sowela Technical Institute
6. Region 6 - Alexandria, Alexandria Trade School
7. Region 7 - Shreveport, Shreveport-Bossier Vocational-Technical Center
8. Region 8 - Monroe-West Monroe, Ouachita Valley Technical Institute

Existing post-secondary vocational-technical facilities will be utilized on a first priority basis. Where no facility exists, new construction will be recommended. The regional institute will serve as an instructional unit and will house an administrative unit known as the regional center for the schools located in each region. The regional center will be the administrative unit for the vocational-technical units in the region and will coordinate the functions of these schools as they relate to career education.

The regional center will provide for the articulation and coordination of activities with institutions of higher learning and secondary schools in their district for providing occupational and technical training in conjunction with their efforts. The regional center will serve as the liaison to the advisory committee in the region.

Renovation and/or Expansion of Existing Schools

In order to maintain and expand certain existing schools which are under the administration of the State Board of Education, certain renovations

and/or expansions which may require new construction, site acquisition, and equipment are essential to meet present and anticipated needs of the area served.

Establishment of New Schools

Based on feasibility study, density of population, manpower needs, school population, interest survey, and other data, the following new schools are recommended to be established, equipped, and put into operation:

1. Jefferson Parish - West Bank
2. Lafayette
3. St. Bernard - Chalmette
4. River Parishes - Gramercy-Lutcher
5. Thibodaux
6. West Louisiana Vocational-Technical School, Fort Polk Area
* 7. Oakdale
8. Clinton
9. Bastrop
*10. Mansfield
*11. Tallulah
*12. Cameron
*13. Golden Meadow
*14. Port Sulphur

* Enabling legislation will be required

COLLEGES AND UNIVERSITIES

PHILOSOPHY

Louisiana's current thrust toward the development of a career education system must, in order to be effective and efficient, consider all existing educational resources. Definitive plans for utilization of these resources must be formulated.

This section of the plan defines the role of higher education in the overall State Plan. Historically, our colleges and universities have been heavily involved in career education. Our doctors, lawyers, engineers, teachers, and other professionals are trained in our institutions of higher learning. Therefore, higher education is undeniably an integral part of career education.

RESPONSIBILITIES

While higher education's past and continued involvement in career education is evident, it is equally evident that changes can and should be effected which will strengthen the overall state plan. The colleges and universities are not solely responsible for determining or implementing these changes; therefore, certain changes and the responsibility for those changes are dealt with in other sections: "In-service Education", "Teacher Certification", and "Curriculum Development and Revision". The responsibility which belongs only to higher education is to develop college-level certificate and associate degree programs in technical, career-oriented disciplines.

The universities should institute additional offerings in extension courses and adult education.

Too, the physical facilities of the colleges and universities should be utilized for the instruction of vocational-technical courses, but should not in any way interfere with their administration.

In-Service Preparation for Career Education

One of the Administration's highest priorities in terms of changing education to improve educational opportunities is to promote pre-service and in-service education programs in the State. Without question the need exists to provide opportunities for educators to acquire additional information, skills, and techniques, if education is to be the dynamic force in society which it can and should be.

To change what happens in schools, it is essential that programs change, that those who implement these programs commit themselves to change, and that our concepts of that which is education and schools change. This State Plan for Career Education, in the section on Curriculum Development and Revision, provides for changes in programs, and, in the process, for our concept of education and schools to change. In-service preparation for career education will be provided as described below.

In planning and implementing in-service programs, the following groups and entities will be involved:

1. The State Superintendent of Public Education and his staff
2. The governing boards of education
3. The Louisiana State Legislature
4. Local educational agencies
5. Colleges and universities
6. Students

7. Parents

8. Educational associations

9. Representatives of the business-labor-industrial community

10. Vocational-Technical Schools

In-service programs designed to better prepare administrators, supervisors, teachers, and guidance counselors to implement the career education concept will require the identification of those persons and agencies and entities who have expertise in career education and their enlistment in the effort. Close liaison, planning, and cooperation among the agencies and entities with "training" capabilities will be essential. The following list is a beginning of the process of identifying those agencies and entities with personnel who possess the competencies to start implementing the career education concept:

1. Members of the staffs of colleges and universities

   To increase the capabilities, conferences and workshops will be held for college and university personnel.

2. Members of the staffs of local school systems

   Some staff members have already acquired considerable expertise in career education through study and planning and implementing career education programs. These persons will be enlisted in this initial effort to prepare other school personnel.

3. Members of the staff of the State Department of Education

   In-service training sessions have been initiated for the staff members in curriculum development and supervision.

4. Employees of the business-labor-industrial community

   Many of these employees have considerable expertise which can be used to give the career education effort a great thrust forward. To develop the career education concept to its fullest, those persons in the business-labor-industrial community must be involved extensively with educators in planning and implementing in-service as well as other school programs.

5. Special Task Force for Implementing Career Education

   This Task Force will be composed of one representative from each of the following groups from each of the State's eight planning regions:

   Graduating education major

   Principal

   Teacher

   Counselor

   Supervisor

   Superintendent

   University

   Representatives from business, labor, and industry

   State Department of Education

Prior to assisting in implementing career education in the State's planning regions, the members will receive an extensive, intensive period of preparation in career education.

Opportunities designed for educators to acquire additional skills, information and techniques to assist them in providing more meaningful educational programs to meet the needs of all students will be provided as follows. Prior to holding in-service workshops and conferences for teachers, curriculum guides will be prepared as indicated in the section of this Plan entitled "Curriculum Development and Revision" for use in these workshops and conferences.

In-Service Activity	Date
Orientation sessions from State Department personnel in programs development and curriculum supervision	April-June, 1973
In-service workshop for selected personnel from River Parishes Career Education Model	May, 1973
One-week vocational guidance workshop for approved high school counselors	June, 1973
Conference of college deans of education and selected members of their staffs	June, 1973
Workshop for Task Force for Implementation of Career Education and Evaluation of Curriculum Guides	Summer, 1973
Workshop for superintendents of schools and school board members	Summer, 1973
Workshop for supervisors	Summer, 1973
Workshops and institutes for personnel in certain curriculum areas--reading, foreign languages, etc.	Summer, 1973
Workshop for all school personnel in River Parishes Career Education Model	August-September, 1973

In-Service Activity	Date
Workshop for the principals, counselors, and all new teachers in each State Planning Region	August-September, 1973
Follow-up workshops	1973-74 school year
Workshops (2-day area) for all teachers of vocational subjects	1973-74 school year

IMPLEMENTATION OF THE CAREER EDUCATION CONCEPT FOR CERTIFICATION AND TEACHER PRE-SERVICE EDUCATION

Introduction

Teacher Certification and Pre-Service Education constitute only a part of the process whereby competent teachers are provided for the schools. The whole process includes activities such as recruitment, selection, placement, supervision of teachers on the job, teacher welfare, salaries, and retirement. Though but a part of the process to obtain competent teachers, Teacher Certification and Pre-Service Education are most important aspects of the process. In Louisiana, the legal aspects of Teacher Certification and Pre-Service Education are delegated to the Louisiana State Board of Education and administered by the State Department of Education. The basic legal aspects of the State Board involve approving institutions of higher learning offering curricula in teacher education and establishing certification standards for persons seeking teaching certificates.

Since the certification standards as established by the State Board form the foundation for teacher education programs in the various institutions, the standards should contain the minimum level of general, professional, and specialized education desirable. Teacher certification might be defined as involving those provisions and appraisals whereby the State satisfies itself that teachers have met minimum qualifications for teaching and certifies them for teaching service in the State.

During the last year, the Louisiana Task Force on Teacher Education and Certification has been actively studying teacher education

and certification from the view of competency-based teacher education. Surveys initiated by the Task Force concerning competency-based teacher education have been as follows:

1. Competencies Superintendents Look for in Their Teachers - (Completed by employing superintendents)
   A. Elementary
   B. Secondary
2. Competencies Developed by Teacher Education Students in the Various Teacher Education Institutions in Louisiana (Completed by Deans of Education)
   A. Elementary
   B. Secondary
3. Problems of First Year Teachers Reported by College Deans and School Superintendents

These surveys have been completed and tabulated. Dr. T. P. Southerland, Dean, College of Education, Northwestern State University, who is a member of the Task Force, is working with personnel in the Computer Center at Northwestern State University in an attempt to computerize the results.

Also, during the past year the professional staff in the Teacher Education, Certification, and Placement Bureau has worked with the 22 teacher education institutions in an attempt to update their teacher education curricula. All institutions have submitted revised curricula. During the revision, the Career Education concept was an important factor and many professional education courses now contain information on Career Education.

Purposes

1. To strengthen teacher education programs so that teachers prepared at every institution in Louisiana meet standards of adequacy

2. To strengthen certification of teachers to assure that every teacher certified is also qualified and that those teachers who are qualified can be certified

3. To establish procedures for recertification of teachers

Implementation

1. A career education workshop will be developed for the Deans of Education and certain faculty members for the purpose of further implementing career education into the professional education curricula at the college level

Procedure

Each Dean of Education for each of the 22 Teacher Education Institutions will be asked to attend a one-day workshop for the purpose of developing better ways to implement career education in the various teacher education curricula. Each Dean will select two other members of his faculty to attend the workshop.

Time Line - May - June, 1973

2. Two Pilot Programs in Competency-Based Teacher Education will be initiated

Procedure

Two institutions in Louisiana will initiate competency-based teacher education programs. One will be in elementary and one in secondary. The State Department will assist in initiating the programs.

Time Line - Fall of 1974

3. Now that the previous work of the Louisiana Task Force on Teacher Education and Certification must become operational, and that long-range study of certification and pre-service education standards must be initiated, it is recommended that the Task Force be enlarged or another Committee be appointed consisting of 20 members. It is further recommended that groups such as the classroom teachers, school superintendents, L.E.A., L.T.A., Parent Teacher's Association, Archdiocesan School Systems, students, deans of education, etc., be consulted regarding appointments to the Committee. This Task Force or Committee will make all recommendations to the State Department of Education for presentation to the State Board of Education.

Procedure

1. The Task Force or Committee will study Bulletin 996, Louisiana Standards for Accrediting Teacher Education Institutions, for the purpose of establishing higher quality standards for teacher education programs in Louisiana at the undergraduate and graduate levels.

Time Line - March, 1974

2. The Task Force or Committee will study Bulletin 746, Louisiana Standards for State Certification of School Personnel, to determine changes necessary in relation to the competency-based models to be initiated, career education concept, and the relevance of present standards. During this long-range study, which is anticipated will take three years, the following approach will need to be considered:

   a. What students should know

   b. What combination of curricula and teaching behavior best provides for "a"

   C. What teacher preparation programs best prepare teachers and develop curricula to accomplish "b"

Time Line - Semi-annual reports will be made on the progress of the Task Force.

3. Emergency changes desirable will be submitted to the Task Force for immediate consideration and action. One area needing immediate attention is the certification standards for the area of vocational-technical personnel.

Time Line - January, 1974

Since the efforts of the Task Force on Teacher Certification are so important to the adequate education of those teachers who will staff our schools in the immediate future, the work of this Task Force should be accelerated and expedited.

CURRICULUM DEVELOPMENT AND REVISION

Without question, the need exists to revise the curricula in the schools of Louisiana to provide more viable programs that will challenge and motivate all students to remain in school until high school graduation. To justify the position that curricula revision is essential, we need only to look at the fact that barely approximately one-half of the students who enter first grade graduate from high school. That lack of relevant and challenging curricula is one factor responsible for this deplorable situation is an irrefutable fact.

To provide curricula to meet the needs of the diverse student population in Louisiana, the following action will be taken:

1. The Handbook for School Administrators, Bulletin No. 741, will be revised, and
2. Curriculum guides in career education will be prepared in all subject matter areas at the several educational levels, designed to assist school systems implement programs that will meet the needs of all students.

Following is a brief explanation of these:

Revision of the Handbook for School Administrators

Among a number of factors that affect curriculum development and revision in Louisiana, probably none is of a more restrictive nature than certain of the restraints evident in regulations summarized in the Handbook. Many Louisiana educators, particularly those in administrative positions, have expressed frustration in regard to certain of the items contained in this publication. While a number of other states have revised

their handbooks for school administrators in light of contemporary needs and trends in education, Louisiana has moved slowly in this respect. Though the Louisiana Handbook has been updated through the years since its first publication, it remains, in many ways, chiefly a document of the past, and needs to be revised to permit greater flexibility and remove impediments so that local school systems can develop and institute the types of programs that will meet the needs of all students.

Recognizing the need for revision of the Handbook, the Louisiana State Board of Education authorized the State Department of Education to proceed according to the following schedule:

Interim revision of Handbook	April-July, 1973
Presentation of interim revision to State Board of Education	July, 1973
Printing of interim revision	July, 1973
Dissemination of interim revision. Regional workshops of school administrators to explain the interim revision	August, 1973
Complete revision of Handbook	September, 1973 - May, 1974
Presentation of complete revision to the State Board of Education	May, 1974
Printing of complete revision	June-July, 1974
Dissemination of complete revision. Regional workshops of school administrators to explain complete revision	August, 1974

Interim revision of the Handbook was initiated the day following State Board of Education approval by the Advisory Committee for the Revision of Bulletin No. 741. Since complete revision will be more extensive and will require greater effort and expertise than the Advisory Committee can now provide, several committees will be formed to revise the different sections of the Handbook.

Production of Career Education Curriculum Guides

A second major effort in curriculum development and revision will be the production of career education curriculum guides designed to produce more viable, relevant school programs with the career education concept built into all curricula at the elementary, secondary, post-high school vocational and teacher education levels.

A Curriculum Development and Revision Steering Committee will be appointed by the State Board of Education and the State Superintendent of Public Education to give direction to and to oversee curriculum revision and development in Louisiana. This Committee will have broad representation from the following groups: superintendents of schools, vocational-technical school directors, college personnel, State Department of Education, and business and industry.

One responsibility of this Committee will be to identify educators in the State to serve on writing teams in the several curriculum areas designated by the Curriculum Development and Revision Steering Committee to write curriculum guides containing career education concepts: K-12,

vocational-technical education, college and university education, and the revision of Bulletin 741.

Persons selected to serve as members of these writing teams will have demonstrated competencies in curriculum development as evidenced by their participation in projects currently underway in the State or projects which have been completed.

The guides will be designed according to a sequential ladder as follows:

Stage I	Career Awareness (Grades K-3)
Stage II	Career Motivation (Grades 2-6)
Stage III	Career Exploration (Grades 5-9)
Stage IV	Tentative Career Decisions (Grades 8-10)
Stage V	Acquisition of Career-Entry Skills (Grades 9-12) (Differential Programs)
Stage VI	Career Entry a. Employment Further Study and Training b. Specialized Study and Training Employment Further Study and Training

Each Stage Requires:	Information Experience
Which Leads to:	First-hand personal learning
Which Leads to:	Self-development
Which Leads to:	Individual success
Which Leads to:	A healthy sense of well-being

The following is a brief description of the preparation of the guides at each level:

Elementary and Secondary Levels

Curriculum guides at the elementary and secondary levels in the several subject matter areas will be developed containing the career education concept according to the following time lines:

Appointment of writing teams	May-June, 1973
Writing of guides	June-July, 1973
Evaluation of guides	August, 1973
Dissemination of guides	School year 1973-74
Revision of guides	Summer, 1974

In addition to educators, each of these curriculum-writing committees may have as advisors or resource persons a student, a parent, and/or a representative of business, labor, or industry.

Postsecondary Level

The State Department of Education and the vocational-technical schools will participate in a curriculum project of the Southern Association of Colleges and Schools in which competency-based curricula for vocational-technical schools will be prepared. (Please see the Vocational-Technical

Component of the State Plan for Education for additional information.)

College and University Level

It is imperative that students preparing to become teachers be adequately prepared in the career education concept. To accomplish this objective, teacher preparation curricula must be revised to include the career education concept.

Writing teams will be formed to prepare guides for use in teacher preparation curricula. One of these writing teams will be representatives from all teacher preparation schools in the state. Representatives of local school systems, students, parents, and/or the business-labor-industrial community may serve as resource persons to these writing teams.

The guides will be produced according to the following schedule:

Appointment of writing teams	May-June, 1973
Writing of curriculum guides	July-August, 1973
Field testing of guides	Fall, 1973
Revision of guides	January, 1974
Dissemination of guides to all teacher preparation institutions	Spring, 1974

Louisiana Needs Assessment

Introduction

Louisiana's Needs Assessment may be most simply defined as a project designed to gather and make public information describing what groups of Louisiana's children know and can do in a number of subject areas. It will be so designed as to provide specific information about knowledges, skills, understandings, and attitudes in ten subject matter areas.[1]

The philosophy for Louisiana's Assessment Program will not be based upon the typical achievement test that measures people (individuals) who can be compared with others or with the mean (average) score for the entire group. In this method little attention is paid to the specific knowledges or skills possessed by the individual or the entire group. Louisiana's Assessment will direct its attention to percentages of individuals as a whole and certain groups who are able to respond acceptably to exercises which reflect specific knowledges, understandings, skills, or attitudes felt important for Louisiana's youth. Importance will be determined by developing specific objectives for each of the subject matter areas to be assessed at the specific age or grade levels. The developmental process will require representation from all areas of Louisiana's citizenry. In so doing, according to Superintendent Louis J. Michot, we

> . . . will be building a system of accountability not only on the State level, but on the Parish level as well--a system for continuously measuring the progress we are making toward our stated objectives . . . redirecting our efforts wherever we lag . . . and stimulating or building on these areas of greatest progress. To do this will require (a) clearly defined objectives . . .

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[1]Reading, Mathematics, Career and Occupational Development, Science, Citizenship, Writing, Literature, Music, Art, Social Studies

> (b) well laid plans . . . (c) development of a vehicle for getting the job done . . . (d) continual evaluation of the results in terms of the objectives . . . and (e) charting new courses when necessary.

Purpose

The specific purpose of Louisiana's Needs Assessment Program will be to determine the percentage of students of a given age or grade level who can perform each of a series of specific skills or tasks. This will allow for a direct measure of educational outcomes which could be utilized by school systems to improve the educational process. This will be possible because the results will be reported by item; there will be no aggregate norms; and no results will be reported in overall cognitive areas. The individual exercises, developed to measure specific objectives, will be reported along with the percent choosing or producing both correct and incorrect answers for each exercise. Attention is directed at particular samples of behavior rather than at the summarization of behaviors and can therefore provide useful direction in teaching or curriculum evaluation and overall decision making and fund allocation.

The Louisiana Assessment Program will use available instruments and applicable procedures developed by National Assessment of Educational Progress, adapted where necessary to the particular requirements of the State of Louisiana.

Justification

Because the assessment program will be designed to be of utility to many different people, it is difficult to speculate about actual outcomes in reference to viable usable alternatives. For example, the Louisiana Needs Assessment can serve as one of many stimuli in the movement toward educational accountability. It can serve as a model for

criterion-referenced assessment in Louisiana. It can make major contributions to measurement methodology. It can accumulate and release results that have considerable immediate utility for curriculum evaluation and its many ramifications (teacher training, instructional methodology, materials and supplies, etc.).

Assessment Periods and Cycles

Subjects to be Assessed

1. Mathematics
2. Citizenship
3. Science
4. Art
5. Writing
6. Career and Occupational Development
7. Music
8. Literature
9. Social Studies
10. Reading

Cycle 1

1973-74 Reading

1974-75 Mathematics, Writing

1975-76 Career and Occupational Development, Social Studies

1976-77 Citizenship, Literature

1977-78 Science, Music

1978-79 Art (Reading)

Cycle 2

1978-79 Reading (Art)

1979-80 Mathematics, Writing

1980-81 Career and Occupational Development, Social Studies

1981-82 Citizenship, Literature

1982-83 Science, Music

1983-84 Art

Conclusion

In conclusion it may be stated that the search for what the Louisiana Needs Assessment Program will tell us and what we should do about it is only beginning. All of us who have a stake in this gigantic project must contribute to that search. The Louisiana State Department of Education staff must make significant contributions, but the ultimate success of the assessment program depends upon teachers, administrators, board members, and legislators using results to improve their own decision making.

Human Relations and Interpersonal Skills In Career Education

Ellen Lurie, a black suma cum laude graduate from New York University, and a parent of 5 public school children, in her book, How to Change the Schools, states,". . . and I think that the students learn more from the way teachers treat them than they learn from all the books and lectures put together . . . It is the teacher and their methods and their attitudes and their philosophies that must change."

When any substantive, comprehensive change is contemplated within the total curriculum, such as the career education concept, the initial thrust MUST be toward those persons directly affected by the proposed changes, namely, the teachers and the students - the teachers, because they will be THE instruments to effect that change; the students, because they will be THE element affected by that change.

The proposed curriculum revisions remain proposed without the medium of the teacher. Therefore, the initial emphasis in the area of interpersonal and human relations must be with the teacher. Teacher renewal consists broadly of 2 areas of concern, namely, pre-service training of teachers in institutions of higher education and in-service teacher training.

1. Pre-service Training

Pre-service training would, of necessity, demand the revision of curricula of colleges of education. As these curricula pertain to the area of interpersonal and human relations, it is recommended that the basic general curriculum of all colleges of education be revised and/or expanded

to include general and introductory topics in: minority group psychology, history, the humanities, and the nature of prejudice. Adding additional hours to the general education curriculum would appear highly impractical and excessive; however, present required courses could be revised to include a treatment of the above four topics as one comprehensive treatment of the minority group condition. Regardless of the manner in which the curriculum revision proceeds, it should insist upon the inclusion of the four course areas into the basic educational curriculum.

Finally, it must be remembered that the total concept of curriculum revision must always be flexible and open to the present needs and demands of TODAY'S child as he prepares for a career in the everchanging society. After all, the present needs and/or deficiencies of TODAY'S child are precipiated by the environment IN THE HOME (parent). It then becomes THE obligation of the school to: 1) accept the child as he is given by the parent with all his talents, his deficiencies and his self-concept, 2) supply his needs, 3) help him develop a positive self-image, 4) nurture his talents, 5) motivate his continuous progress, 6) provide him with a broad choice of career or job opportunities, 7) guide him in the selection of a career, and 8) provide him with the technical resources with which he may become qualified for the career of his choice.

The education of the child MUST follow the above sequential development if it is to coincide with his maturational rate of growth. The traditional curriculum has PRESUPPOSED THAT THE CHILD HAS BEEN ACCEPTED, HIS NEEDS SUPPLIED, HIS POSITIVE IMAGE OF SELF ESTABLISHED, HIS SELF-CONFIDENCE GAINED, AND HIS RATE OF LEARNING EQUATED WITH ALL OTHER CHILDREN.

2. In-service Training

Because the majority of today's teachers are products of the traditional curri and its assorted enrichments, they are relatively unaware of or insensitive to steps 1 through 5 except for: 1) the degree to which their teaching experience has profited from trial and error, and 2) the limited degree of pre-service training in child psychology and teaching methodology. It is not so much that the teacher is insensitive to the mental and emotional needs of the child as it is a lack of opportunity to concentrate on these concerns. And why? Because our traditional concept of education has been curriculum-centered (material-oriented, data-based) instead of child-centered (method-oriented, message-based). More simply, the child must discover who he is and how to learn before he is given what to learn. Likewise, the teacher must discover who his students are and how to teach them before he discovers what to teach. Therefore, it should become apparent that prior to any concept of education is the total acceptance of child by the teacher (as described in step #1 above). And this is the area of interpersonal and human relations.

The nature, sequence and extent of change should be three-fold: 1) to diminish and if possible eliminate those stereotypical and pre-conceived assessments of the child by the teacher (prejudice), 2) to study objectively all the facets of child psychology and behavior (acceptance), and 3) to discover those methods of teaching which can best equip the child to arrive at a positive self-image, self-confidence and self-motivation (renewal).

The nature of the in-service programs designed to promote interpersonal skills and human relations should be conducted as an integral part of the proposed in-service training for teachers in Career Education.

3. Guidance

It becomes immediately apparent that, if we are to follow the 8-step sequence of child development noted previously, the necessity for guidance counselors, both black and white and the necessity for human relations consultants, both black and white, become immediate and crucial. Steps 1 through 5 directly concern guidance counselors, human relation consultants and teachers performing in counselor roles. Where, in the traditional education curriculum, the role of guidance counselor has been chiefly at the secondary level, in the overall career education plan, the thrust in counseling must be at the elementary level. The elementary school years are the years when the behavioral patterns are formed within the child. What individual prejudices the child has learned in the home can best be rectified in the early school years before these prejudices have become ingrained as a permanent facet of the child's make-up.

4. Curriculum Development and Revision

Once the teacher has been trained in interpersonal skills and human relations, it becomes his responsibility to select the most fruitful methods of bringing this message to the child. The career education curriculum should encompass those materials and methods which will most clearly transfer the learning from the teacher to the child.

In summary, it is desirable to expose students to a special unit on minority group experience to attempt to dispel many of their misconceptions and to help them understand the racial strife in our era. But it is also essential that pupils be exposed to meaningful learning experiences related to the minority group experience throughout the elementary and high school years.

5. Long-Range Objectives

1. To effect such changes in the pre-service training of teachers and advisors in institutions of higher learning that would provide for a comprehensive study of interpersonal skills and human relations.

2. To provide in-service training for every public school administrator, teacher, guidance counselor and supportive service personnel in the State in the area of interpersonal skills and human relationships.

3. To provide for professional guidance counseling throughout the State on the ideal ratio of one counselor for every 250 students.

4. To increase the number of black guidance counselors and administrators in the State to the level of the racial composition of the student enrollment in the public schools, coordinated at the state level.

5. To provide for a minimum of one black and one white human relations consultant for each of the 66 public school systems of the State, such advisors to be concerned with methods of preventing and solving problems pursuant to human relations, coordinated at the state level.

6. To effect such changes in the K-12 curriculum of the State as would be necessary to integrate the minority group experience into the total curriculum.

6. Time Line

1.	Pre-service Training	Summer '73 to Fall '75
2.	In-service Training	Summer '73 to Fall '74
3.	Guidance Counseling	Summer '73 to Summer '76
4.	Human Relations Advisors	Summer '73 to Spring '74
5.	Curriculum Development and Revision	Summer '73 to Fall '74